



Purbrook Infant School

Year 2 home learning – Summer A Week 2

Dear Parents and Carers, here is an overview of tasks we would like the children to complete at home this week. We hope you are all keeping safe and well and are making sure you are having a balance of learning, relaxing and following things that you are interested in. Remember you can send any of your children's work via email or post it on the Purple Mash blog. We will include on this overview the tasks to complete in your workbook and which tasks we have assigned on Purple Mash.

Reading: Daily reading- please keep up with your daily reading this week, even if it is only a few pages of reading instructions, recipes etc. We would love to know any of your book recommendations to put on our blog.

Extension: If you come across any words that you do not understand, write them in your workbook and see if you can find the definition for those in the dictionary. Can you think of synonyms for those words?

Reading Comprehension

On the school website, there is a lovely story by Rudyard Kipling "How leopard got his spots" which ties in beautifully with our Jaws, Paws and Claws topic for this term. Kipling often wrote about the nature, and vividly described the creatures and the environment that he had encountered in his travels. When Kipling was a little boy he lived in Southsea, Portsmouth.

Read the text and try and answer the comprehension questions that are on the school's website. You may also like to watch a little video based on this story.

<https://www.youtube.com/watch?v=UjGAN5R2d7M>

Writing: Big Cats

Our new topic this half term is Jaws, Paws and Claws and this week we will be focusing on the big cats and consider the differences between the domestic cats and the wild animals.

- 1) Information gathering - can you research as much information as you can about the cats we usually see in our homes and the big cats we might encounter in the wild.
- 2) Look at the example on the school website of what a good piece of comparison writing looks like.
- 3) Try and use **conjunctions** (star words) such as **but, and, because, so** in your writing.
- 4) If you want to challenge yourself, you may want to try using comparative conjunctions and adverbials to show how the two types of cats are alike (you could use words or phrases such as **both, as well as, in the same way as**).

Useful websites:

<https://www.nationalgeographic.com.au/animals/5-ways-your-tabby-is-just-like-big-cats-in-the-wild.aspx>

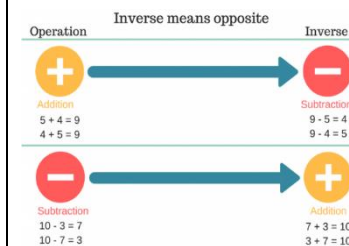
<https://www.lonetreevet.com/blog/wild-and-domestic-cats/>

<http://www.bbc.co.uk/earth/story/20160830-can-you-tell-a-wild-cat-from-a-pet-moggy>

Maths: Solving missing number sentences using addition and subtraction

This week we are going to be focusing on finding the missing numbers and considering ways of finding the answer.

There are several colour-coded number sentences on the school's website that you could try and solve.



In math, addition and subtraction are inverse operations. When we add, we are putting

together. When we subtract, we are taking apart.

Top Tip: There is a great poem that you may want to use to help you solve these missing number problems.

Missing Numbers - No problem

Missing number at the beginning?
Do the inverse and you are winning.

$\underline{\quad} - 25 = 50$	$50 + 25 = \underline{\quad}$
$\underline{\quad} + 11 = 40$	$40 - 11 = \underline{\quad}$

Missing number in the middle?
Do a subtraction, and solve the riddle.

$64 - \underline{\quad} = 24$	$17 + \underline{\quad} = 30$
$64 - 24 = \underline{\quad}$	$30 - 17 = \underline{\quad}$

Missing number at the end?
It's so simple, my friend.

$34 + 26 = \underline{\quad}$	$50 - 15 = \underline{\quad}$
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Extension: There are some ingenious number puzzles on the school's website

		<p>that you can tackle once you have finished all the coloured number sentences. Call it a “maths pudding” 😊.</p>
<p>Art: <u>Geometric art</u> This week we would like you to have a go at creating geometric art. You have been doing something similar on the Purple Mash already. If you would like to know more, you could research an artist like Kerby Rosanes who uses geometric art in his creations. https://kerbyrosanes.com/geometric-beasts</p> <p>On the school’s website, you will find some animal templates. Using a ruler, create shapes within the outline of the animal and then colour the geometrical shapes in. You can be as creative as you like. Use lots of colour or stay within primary colours. You can use pastel tones or darker hues. You can stay close to the real tones of the animal or you can create your very own patterns. We cannot wait to see your creations.</p> <div data-bbox="116 901 371 1098" data-label="Image"> </div> <div data-bbox="396 892 743 1141" data-label="Image"> </div>	<p>Spellings: This week we would like you to practise the topic words that we are using this term. These spellings are available for downloading on the school’s website on our usual spellings proforma.</p> <p>dangerous, carnivores, deadly, predator, leopard, cheetah, superior, species</p> <p>Extension: can you think of a good spelling strategy to help you memorise the words?</p> <p>There are some great ideas on the school’s website to help you learn your spellings. Which one is your favourite? Which one has been the most effective? Could you try all 72?</p>	<p>PSHE: <u>Feelings</u> As we are spending lots of time at home now, pupils may want to explore the impact of ‘big’ feelings on their behaviour and how to manage this. They can also practise how to ask for help with feelings.</p> <p>Scenario: <i>Maz finds out that his best friend from his home planet is coming to earth to visit him. Maz starts talking really loud and fast and shouts and whoops; he is jumping up and down and spinning round and round. He starts to jump and bounce on the sofa, even though the grown-ups tell him not too. Oops – he makes a tear in the cushion. Maz realises that he is having a big feeling that is affecting his behaviour.</i></p> <ol style="list-style-type: none"> 1. Can you identify the big feeling that Maz is having? 2. How is the big feeling changing Maz’s behaviour? 3. Which parts of Maz’s behaviour are not so good? 4. Can you suggest ways that he could make the situation better? 5. What could you do to help Maz or what advice would you give him?

Science: Food chain

This week we are going to focus on the food chain. We have spoken about how plants make their own food, but animals need to eat plants or other animals in order to stay alive.

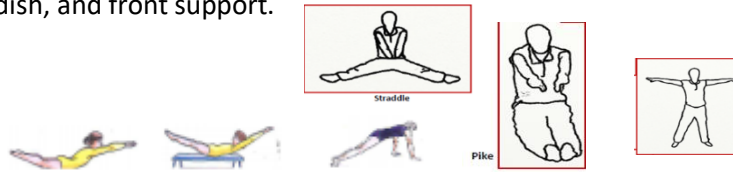
Watch a little video. It explains the food chain further <https://www.youtube.com/watch?v=FFloV2J-eKI>

Have a look on the school's website for some pictures that you can put in order to create a food chain.

Extension: Can you think and record a food chain for yourself. Consider where your food has come from (for example, milk – cows).

PE: Gymnastics

You have been practising your gymnastics skills and should know your gymnastics shapes such as star, straddle, pike, arch, dish, and front support.



Can you now become the teacher and teach these clever gymnastic skills to someone in your home? Can you take pictures of your students and send them to us? We cannot wait to see the fantastic teaching and learning.

Topic: Jaws, Paws and Claws

Our topic this half term is Jaws, Paws and Claws and is focussed around learning about animals and their habitats.

Geography



Here you can see two types of foxes.

Can you think of the similarities and differences of these animals? Consider their habitat, the way they look and how they have evolved over time to suit the environment that they live in. You may want to use the Venn diagram to help you organise your thoughts. You can find this on the school's website.

Extension: Can you name the species of each fox?